**2013 Fall Foods Lesson Plan (Day 1)**

|  |  |
| --- | --- |
| **Title of Lesson** | Bon Appetit! |
| **Topics/Concepts** | Fall foods, cooking |
| **Objectives** | * Students will learn and internalize food and cooking vocabulary (*Vocabulary*)
* Students will be able to use sequencing words to come up with their own recipes (*Speaking, Writing*)
 |
| **Vocabulary** | Recipe, Ingredients, Chestnut, Buckwheat, Pumpkin, Persimmon, Apple, Cinnamon, Nutmeg, Ginger, Bake, Boil, Fry, Knead, Steam, Grill, Deep-Fry |
| **Materials** | Projector, white board, cup full of secret ingredients |
| **Technological Components** | PPT, audio |

**Lesson Plan Outline**

|  |  |
| --- | --- |
| **Introduction/Hook (5-7 minutes)** | T takes attendance, passes out name tags, prizes, and edited dialogues. Today’s Goals:1. Students will learn new vocabulary about cooking.
2. Students will use the new vocabulary to explain how to make food like pumpkin pie and kimchi pancakes.
3. Students will create their own recipe using fall foods.
 |
| **Lesson: Food Vocab and How to Use It (10 minutes)** | Goal #1: “Students will learn new vocabulary about cooking.”T: Here I will teach you some different words about how to cook food. Write them down in your notebooks.(Bake, Boil, Fry, Knead, Steam, Grill, Deep-Fry)Note: In my classroom I have a projector that projects onto the whiteboard, so I can draw on the pictures and point out things to help students understand. For example, in the pictures I also pointed out the stove, pot, pan, oil, etc. |
| **Guided Practice: How Do I Make This? (15 minutes)** | Goal #2: “Students will use the new vocabulary to explain how to make food like pumpkin pie and kimchi pancakes.”T uses PPT to explain how to make pumpkin pie, America’s Fall-time dessert (“we’ve even got pumpkin spice lattes at Starbucks!”) Ss shout out “First, Second/Then, Third/Finally” to fill in the blanks. (NOTE: Nobody knows what nutmeg is.)Then, T asks students to teach her how to make Kimchi Jeon. First T asks students to tell her the ingredients and writes them on the board, then the equipment needed. Then students shout out the steps for making kimchi pancakes as T writes the recipe on the board. |
| **Independent Practice: Iron Chef Hwasun! (rest of class)** | Goal #3: “Students will create their own recipe using fall foods.”Ss move their desks to get into groups of 4, and T hands recipe sheets to each group. Then, T goes to each group with a cup full of pieces of paper with Fall ingredients written on them. Ss have to make a recipe using the ingredient they pick.Completing the recipe = 1 stampBest recipe in the class = 2 stampsBest class overall in each grade = PUMPKIN PIE FROM COSTCO!! |
| **Check for Understanding** | It will become obvious whether they understood when they make their recipes. |
| **Back-Pocket Activities** | Not necessary. Last activity takes too long and will need to be finished next week. |
| **Ideas for Review/Connection Next Class** | Next class will also be about food. Also, the best class in each grade will get a pumpkin pie next time!! |
|  |  |

**Evaluation/Reflection (post-lesson):**

**2013 Fall Foods Lesson Plan (Day 2)**

|  |  |
| --- | --- |
| **Title of Lesson** | Bon Appetit! |
| **Topics/Concepts** | Fall foods, cooking |
| **Objectives** | * Students will learn and internalize food and cooking vocabulary (*Vocabulary*)
* Students will be able to use sequencing words to come up with their own recipes (*Speaking, Writing*)
 |
| **Vocabulary** | Recipe, Ingredients, Chestnut, Buckwheat, Pumpkin, Persimmon, Apple, Cinnamon, Nutmeg, Ginger, Bake, Boil, Fry, Knead, Steam, Grill, Deep-Fry |
| **Materials** | Projector, white board, cup full of secret ingredients |
| **Technological Components** | PPT, audio |

**Lesson Plan Outline**

|  |  |
| --- | --- |
| **Introduction/Hook (5-7 minutes)** | T takes attendance, passes out name tags and prizes. Today’s Goals:1. **Students will review vocabulary about cooking.**
2. **Students will play a cooking game to practice using the new vocabulary.**
3. **Students will finish writing their recipes for points and a chance to win pumpkin pie! Mmmmmm**
 |
| **Review: Food Vocab (10-15 minutes)** | Goal #1: “Students will review vocabulary about cooking.”T passes out review worksheet and gives students 5 minutes (timed) to complete it. After 5 minutes, students hand it in. Ss shout out the answers as T goes through the worksheet on the PPT.100% correct worksheet = 1 stamp |
| **Guided Practice: How Do You Make This? (15 minutes)** | Goal #2: “**Students will play a cooking game to practice using the new vocabulary.**”Around the room, there are 3 signs: oven, stove, and grill. Each team has a bowl with their team number on it full of laminated pictures of Fall ingredients.Rules on PPT. First three groups to run to the correct machine get points.1st place team = 2 stamps2nd place team = 1 stamp |
| **Independent Practice: Iron Chef Hwasun! (rest of class)** | Goal #3: “**Students will finish writing their recipes for points and a chance to win pumpkin pie! Mmmmmm**.”Ss move their desks to get into groups of 4 to finish their recipes they started last week.Completing the recipe = 1 stampBest recipe in the class = 2 stampsBest class overall in each grade = PUMPKIN PIE FROM COSTCO!! |
|  |  |
|  |  |
|  |  |
|  |  |

**Evaluation/Reflection (post-lesson):**